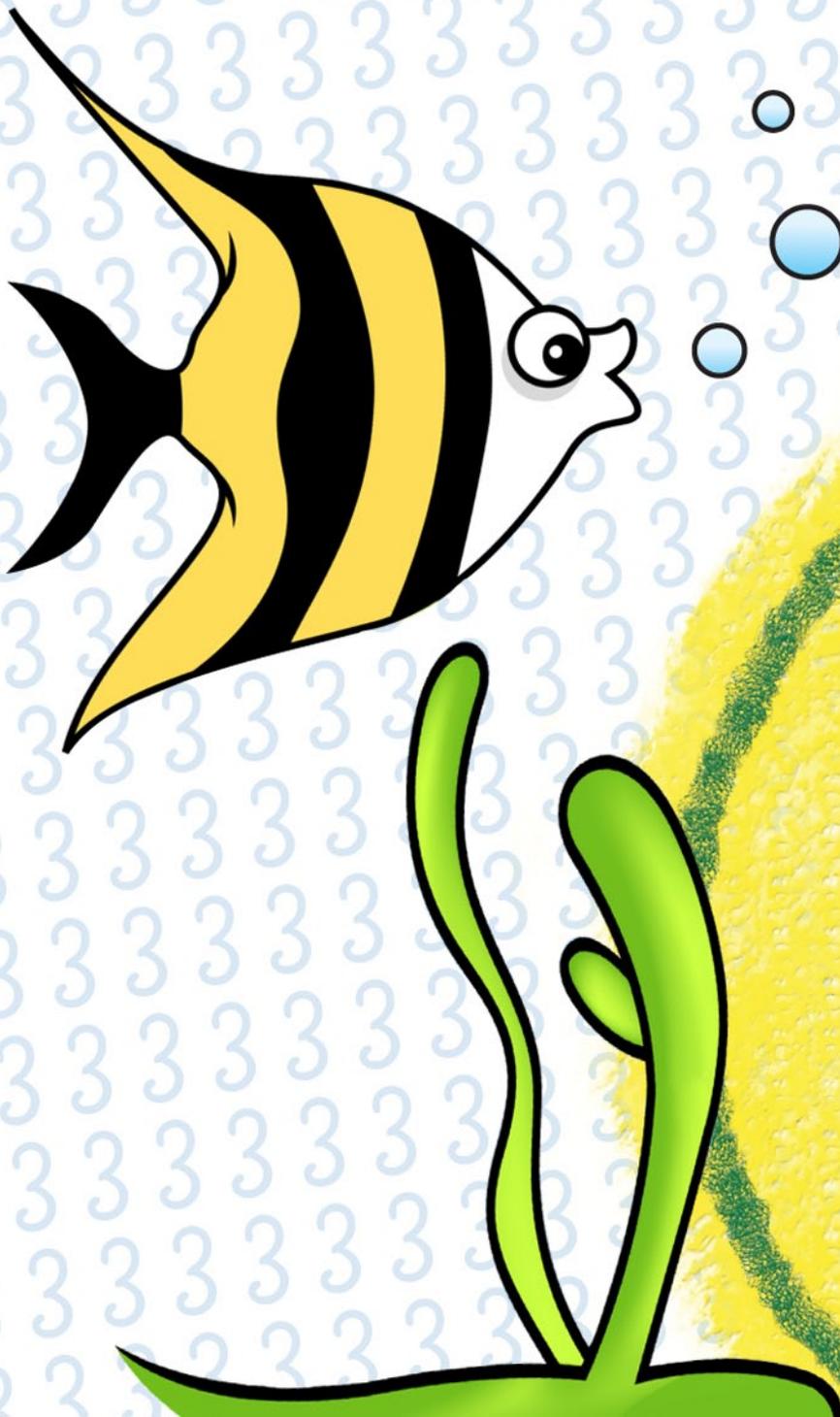


# Horizons

## Spelling and Vocabulary

Teacher's Guide



# Lesson 6 - Introduce Words

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read to students the directions for the first activity on the sheet. Remind them of the blend and diagraphs they are studying in this lesson.
3. Ask students to find all the words with the *th* sound and write them on the sheet. Go over the answers with the class.
4. Have students find all the words with the *rd* blend and write them on the activity sheet. Ask students to share their answers when they have finished.
5. Next students should look for words with the diagraph *ch*. Review the correct answers with the class.
6. The final diagraph students need to find in words is *sh*. Once again go over the correct responses with the class.
7. Instruct students to write their assigned challenge words in their *Spelling Dictionaries* in the back section. Words are to be written under the correct letter of the alphabet.

Lesson 6  
Blends and  
Diagraphs

Name: \_\_\_\_\_

Write the spelling word that fits each pattern.

1. th	2. rd
the _____	word _____
this _____	bird _____
think _____	
they _____	
together _____	
bath _____	



3. ch	4. sh
much _____	dish _____
search _____	sheep _____
catch _____	shall _____
child _____	



Spelling Words	
the	the
this	this
think	think
they	they
together	together
bath	bath
word	word
bird	bird
much	much
search	search
catch	catch
child	child
dish	dish
sheep	sheep
shall	shall

Challenge Words	
Thursday	Thursday
father	father
heard	heard
shepherd	shepherd
shoe	shoe

## Extended Activities for the Week:

1. Send a list of the week's words home for additional study. You may want to include a letter to the parents urging them to help the students both study and use the words for each week. Emphasize the importance of using spelling words in sentences, in speech, in stories, etc. so that they are given a context and not simply memorized.
2. Challenge students to create lists of additional words with the *rd* blend and the *th*, *ch*, and *sh* diagraphs. They can look for words they encounter in their other subjects or in their free reading. Maybe some of the students' names have an *rd* blend or *th*, *ch*, or *sh* diagraph.
3. Have students begin the writing of sentences for each spelling word in their notebooks.
4. Assign the reproducible *Week 2 Worksheet* either as homework or as an added classroom activity.

# Lesson 17 - Examine and Explore Words

## Teaching Tips:

1. At the beginning of the class period, read with students the list of spelling words. You may want to exaggerate the long and short *a* sounds as you read.
2. Give students an opportunity to orally quiz each other on the spelling words.

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read through the directions at the top of the page.
3. Remind students that not all of the spelling words are a part of the crossword puzzle. They will need to choose the best word that fits both the clue and the spaces provided.
4. Go over the correct answers with the students.

Lesson 17 Name: \_\_\_\_\_

and always day today away face ask hat  
last map man than may along stand

I Use some of the spelling words to complete the crossword puzzle.

ACROSS  
5. the final one  
6. at all times  
7. similar to sunset

DOWN  
1. a male  
2. something used to hold things  
3. head covering  
4. question  
8. not near

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## Extended Activities:

1. Ask students to come up with words that rhyme with the spelling words that end with a long *a* sound in the last syllable. For example: *trail* and *pail*; *face* and *space*; *day* and *stay*.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 52 - Examine and Explore Words

## Teaching Tips:

1. Review the *-ing* words students are working with for the week.
2. Have the class read the list of spelling words together with you.

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions with the students. Remind them they need to find the spelling words in the word search and write them at the bottom of the page.
3. Go over any words that may have been difficult for students to find.

## Extended Activities:

1. Ask students if they can think of other words that have *-ing* highlighted in the spelling words of the week.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 72 - Examine and Explore Words

## Teaching Tips:

1. Review homonyms.
2. Have the class read the list of spelling words together with you.

## Activities:

1. Give the students the page from the Student Book for this lesson.
2. Review the words in the word box as well as the challenge words.
3. Read the directions with the students. After students have completed the activity sheet, go over the correct answers.

Lesson 72 Name: \_\_\_\_\_

hour	our	in	inn	blue	blew	ant
sun	hole	whole	son	sun	or	ear
ore	flour	flower	way	weigh	homonyms	

1 Fill in the blank with the correct spelling word.

1. Mrs. Richards has a son named Brandon.
2. Conner's favorite color is blue.
3. The train was carrying many tons of iron ore. 
4. The sun came out from behind the clouds.
5. The travelers stayed at a country inn.
6. The Sunday school program was an hour long.
7. The whole class went on a field trip.
8. An ant is a strong animal for its size.
9. Either Marissa or Brittany needed to take the dog for a walk. 
10. Jaden's birthday is in two days.
11. Weston has a hole in his shoe.
12. The strong storm blew through the night.
13. Our dog is scared of storms.
14. Henry used an oar to paddle the kayak.
15. Tom's aunt and uncle are coming for a visit.

2 Fill in the blank with the correct challenge word.

1. Mrs. Grove was on her way to a business meeting.
2. Flour is one of the ingredients in bread.
3. In this lesson you have learned about homonyms.
4. Mrs. Jefferson planted daisies in her flower bed.
5. The butcher needed to weigh the meat.

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## Extended Activities:

1. Ask students if they can think of other homonyms.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 79 - Exercise for Mastery

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions on the sheet.
3. As a class, brainstorm things that students see in the playground picture. Maybe point out some different ways of looking at the picture that will incorporate the spelling words.
4. Direct students in completing the activity sheet.

Lesson 79 Name: \_\_\_\_\_

ball	one	chalk	jumping	holding	hour	helping
small	cars	five	falling	water	riding	playing
in	three	seven	pulling	some	or	off
can	our	whole	as	fruit	like	using

1 Look at the picture of the playground. Describe the scene using at least seven spelling words.



**Example:** The students have recess one hour every day. On the playground girls are jumping rope. Some students are playing with a ball. There is a small tree on the field.

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## Extended Activities:

1. Share stories.
2. Extend the activity by having students write about other things they might see on a playground. They should again work to include their spelling words.
3. You may want to give students spot quizzes to check their spelling of the review words. Emphasize that these quizzes are not graded but are being used to help them review.

# Lesson 84 - Apply Understanding of Words in Writing

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions for the activity.
3. As a class, brainstorm scenes that a person might see at a farm.
4. Direct students in drawing their pictures and writing their sentences.

Lesson 84 Name: \_\_\_\_\_

cook	leaf	line	write	wrong
wrap	black	crack	duck	climb
lamb	thumb	quik	squeal	quiet

1 Draw a picture of a farm scene. Use four of your spelling words to write about the picture you drew.

**Example:** At the farm I saw a lamb and a duck. I heard a pig squeal. I also saw a black and white cow.

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## Extended Activities:

1. Share sentences.
2. Share pictures.
3. Have the students continue writing sentences for each spelling word in their notebooks.

# Lesson 88 - Look at Context and Meaning of Words

## Teaching Tips:

1. Review words and rules.
2. Give students an opportunity to share any spelling word sentences they have written in their notebooks.

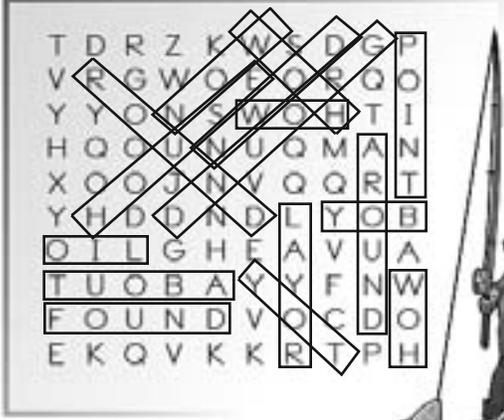
## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions on the activity sheet with the students. When they have finished, review the answers as a class.

Lesson 88 Name: \_\_\_\_\_

about around a house boy enjoy found toy round down ground how now paint

1 Find each spelling word and circle it. Write the words on the lines below.  
Some words can be found more than once.



about boy enjoy toy royal  
down how now around house  
found round ground oil paint

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## Extended Activities:

1. Have students write each of their spelling words forward and backward.
2. Ask students to choose two of the spelling words and draw pictures representing those words. Give an opportunity to share their pictures with the class.
3. Have students continue writing sentences for each spelling word in their notebooks.
4. Give students an opportunity to quiz each other on the spelling words and their definitions.



# Lesson 127 - Examine and Explore Words

## Teaching Tips:

1. Review the contractions students are working with for the week.
2. Have the class read the list of spelling words together with you.

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Read the directions with the students. Have them choose the contraction spelled correctly in each group.
3. Go over the correct answers when students have completed the activity sheet.



Lesson 127 Name: \_\_\_\_\_

**1** Choose the contraction that is spelled correctly in each group. Put an X in the box.

<p>1. <input type="checkbox"/> a. their <input checked="" type="checkbox"/> b. there <input type="checkbox"/> c. their <input type="checkbox"/> d. were</p> <p>2. <input type="checkbox"/> a. where <input checked="" type="checkbox"/> b. were <input type="checkbox"/> c. their <input type="checkbox"/> d. there</p> <p>3. <input type="checkbox"/> a. file <input checked="" type="checkbox"/> b. have <input type="checkbox"/> c. does <input type="checkbox"/> d. can't</p> <p>4. <input type="checkbox"/> a. you'd <input checked="" type="checkbox"/> b. did's <input type="checkbox"/> c. they're <input type="checkbox"/> d. off/with</p> <p>5. <input checked="" type="checkbox"/> a. for <input type="checkbox"/> b. are's <input type="checkbox"/> c. there <input type="checkbox"/> d. there</p> <p>6. <input type="checkbox"/> a. you'd <input checked="" type="checkbox"/> b. wasn't <input type="checkbox"/> c. was't <input type="checkbox"/> d. do't</p> <p>7. <input type="checkbox"/> a. isn't <input type="checkbox"/> b. it's <input type="checkbox"/> c. do's <input checked="" type="checkbox"/> d. she's</p> <p>8. <input type="checkbox"/> a. didn't <input checked="" type="checkbox"/> b. doesn't <input type="checkbox"/> c. is're <input type="checkbox"/> d. do's</p>	<p>9. <input type="checkbox"/> a. they're <input type="checkbox"/> b. can't <input type="checkbox"/> c. his're <input checked="" type="checkbox"/> d. was't</p> <p>10. <input checked="" type="checkbox"/> a. don't <input type="checkbox"/> b. if <input type="checkbox"/> c. there's <input type="checkbox"/> d. do't</p> <p>11. <input type="checkbox"/> a. you'd <input type="checkbox"/> b. it's <input type="checkbox"/> c. hasn't <input checked="" type="checkbox"/> d. is's</p> <p>12. <input checked="" type="checkbox"/> a. they're <input type="checkbox"/> b. did's <input type="checkbox"/> c. we'll <input type="checkbox"/> d. can't</p>
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**2** Challenge Words

1.  a. can't  
 b. you're  
 c. should's  
 d. her't

2.  a. could's  
 b. should't  
 c. will's  
 d. hasn't

3.  a. won't  
 b. could's  
 c. you's  
 d. should's



## Extended Activities:

1. Ask students if they can think of other words that have contractions highlighted in the spelling words of the week.
2. Have students continue writing the sentences for each spelling word in their notebooks.

# Lesson 157 - Revisit for Success

## Activities:

1. Give the students the page from the *Student Book* for this lesson.
2. Review the words in the word box.
3. Read the directions with the students.
4. After they have completed the exercise, go over the correct answers.
5. You can extend the activity by having students write the misspelled words correctly on a sheet of paper.

Lesson 157 Name: \_\_\_\_\_

kindness cant cactus begining nine-year-old deaf  
 wonderful putting isn't under post office happiness she's  
 little planning speak wear wallpaper sady it's funny  
 winning mean done homework date nice stare

1 Circle the word which is misspelled in each group.

1. cactus nine-year-old putting she's
2. post office happyness wear planning
3. saddy cant speak wear
4. she's cactus isn't homework
5. kindness winning little funny
6. under putting mean wonderfull
7. doer begining cant miss
8. speak nine-year-old happiness sady
9. cactus wallpaper dime planing
10. stare kindness wonderful winning
11. isn't mess it's dime
12. deaf homework littel funny
13. under she's kindness post office
14. it's wallpaper begining mean
15. deaf planning done stare

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## Extended Activities:

1. Have students create word searches for 10 of the spelling words. They can then exchange their papers and find the spelling words in the word searches.
2. Ask students to write their spelling words both forward and backward.
3. You may want to give spot quizzes to check student's spelling of the review words. Emphasize that these are not graded but are being used to help review.